

**THE CONTRIBUTION OF AFFECTIVE FACTORS TOWARD STUDENTS'  
SPEAKING ABILITY OF SMK PGRI 1 SENTOLO IN THE ACADEMIC  
YEAR OF 2012/2013**

**A Thesis**

Presented as Partial Fulfillment of the Requirements  
for the Attainment *Sarjana Pendidikan* Degree  
in English Language Education



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2013**

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**THE CONTRIBUTION OF AFFECTIVE FACTORS TOWARD STUDENTS'**  
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## PERNYATAAN

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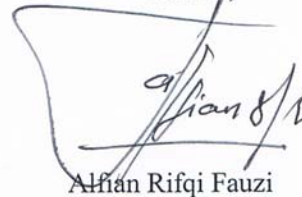
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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Yogyakarta, Januari 2013

Penulis,



Alfian Rifqi Fauzi

## *DEDICATIONS*

I dedicate this thesis to my father and mother

MOTTO

You Get what you Give

## **ACKNOWLEDGEMENTS**

First and foremost, I would like to say Alhamdulillah and praise be to Allah SWT, the one and the only, the Almighty, the Merciful, and the most Beneficent for all the blessings without which I would never be able to accomplish this thesis.

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Finally, I realize that this thesis is far from being perfect. However, I expect that this thesis may give some contributions to the future investigation of English language teaching.

Yogyakarta, April , 2013

Alfian Rifqi Fauzi

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**ABSTRACT**

This study is classified as a correlation research study since the objective of this study is to examine whether there is a significant relationship between affective factors and students' speaking ability is. It is also aimed at seeing the level of the students' affective factors and that of their speaking ability.

The subjects of the study were the second grade students of SMK PGRI 1 Sentolo in the academic year of 2012/2013. It involved 79 students as the samples. The data were collected by using a questionnaire to measure students' affective factors. The results of the test were calculated by using IBM SPSS (Statistic Package for Social Science) version 20 for windows computer program. Descriptive and inferential statistics were employed in analyzing the data.

The results of the data analysis reveals that there is a positive and significant relationship between students' affective factors and speaking ability. It is indicated by the correlation coefficient observed ( $r_0$ ) = 0.717 which is higher than the value of  $r$  of the table ( $r_t$ ) = 0.184. The contribution of affective factors towards students' speaking ability among students is 50.8% and the rest is influence by other factors.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Problems**

Language is an important factor in human life for communicating each other, even it is called as the art communication. It uses to communicate and share ideas each other. Language is divided into four major skills; reading, writing, listening and writing. In addition, each skill has some micro skills to master. The language that called mother tongue or first language is learned by human start from childhood, we try to listen and comprehend. Then when we become in school age, we start to have to learn another foreign language that is called second language.

Language skills, they are listening, speaking, reading and writing. Those are divided into two types; receptive and productive skill. In addition, as the second language, we must master the productive skill well in purpose communicating to another speaker or native speaker. Speaking, one of productive skill that must be mastered by student well in Senior High School, it has some difficult for student to pass.

According to Brown (2001), as human beings learn to use second language, they also develop a new mode of thinking, feeling, and acting-a second identity. They all are the factors that influence students in perform the new language, while they learn and acquire the new linguistic feature of the second language, they are developing the new mode of thinking and feeling to able use the new or second language appropriately and receptive.

In addition, speaking is the central of communication, from four language skills because speaking is the skill that usually used when we talk or communicate with other people. Speaking' ability are influence by some factors; they are linguistic factors, cognitive factors and affective factors of students. Each factor gives different role in the speaking ability development.

The factors of linguistic influence student' word, utterance and discourse formation. It also covers on grammar, vocabularies, etc. Cognitive factors influence student in the capability to create a language utterance from their linguistic competence in the different context and situation. In contrast students when asked to perform a speaking performance individually, the affective factors affect student in their performance, such motivation, self-image, or anxiety.

In recent days, there is a foreign language which students must pass the national examination in the course if they want to graduate from junior or senior high school. English, it becomes important in our future, because of the use of English as international language. English is a foreign language which is taught in our education curriculum even it starts from elementary school. In contrast, learning a second language is more difficult than a mother tongue, because we must learn and try to comprehend and use another new language well. In other words, we must master the language.

Mastering a language is when we can use the language spoken and written appropriately and acceptable. It makes students not only must be a good listener, reader, and writer, but also they must be a good speaker. In fact some student still difficult in order to master English, it happens because of some factors. Often



they say that they feel lack of vocabularies or the different rules of language. As the result there are some variations for students in mastering each skill, for example, some student have good ability in their listening, they able to comprehend what the other say, but they cannot respond to them.

Moreover many students have a good knowledge about English but it does not guarantee that students can speak English fluently front of class or outside. It happens not only in junior or senior high schools even in university students often we find student that still have difficulties to speak English. Every student has different level in their needs to reach a language competence. Especially, for the productive competences, there are a lot of factors that influence to the student's achievement in mastering the competence. There are many factors that affect in second langue acquisition or learning. Brown (2000) list some domain in language learning; cognitive domain; affective domain, and linguistic domain. In each language skill the domains have different roles.

On the other hand, in communicative purpose, we often face people directly, so we need to master speaking as well as other skills. I fact most of students have bigger problems in speaking skill. They often to silent when they asked to try speak in English in classroom or outside. In SMK PGRI 1 Sentolo there are many students who still silent and no willing to try speak in English. They seem have some difficulties in mastering speaking.

## **B. Identification of the Problem**

In the speaking learning process, it is found there are different abilities among students. This case s caused by many factors. Dublin and Olshin (1986;

27) mention five basic components; they are the curriculum, syllabus and resources, students, teacher, and materials. Each factor will give different impact for students.

In Brown (2001) list some factors which affect in language learning, they are age, background knowledge, learning strategies, affective factors and cognitive factors. On the other hand, Rivers (1981), state that language learners usually get some psychological problems in speaking. The first problem is desire to communicate. Some learners in classroom are very silent. We cannot actually guess the reason why they are silent.

Another problem is comprehension as well as expression. It is dealt with ability to be a listener. Some students often know some expressions but there are also some students can comprehend in the normal speed. More over the personality factor, it can also make problem in speaking. The students have different background, often they did not know what to say. In the other hand the limitation of expression could make problems too, when students know and have something to say, often they do not know how express it well.

In learning speaking there are complex problems which must be solving to be a good speaker.

### **C. Limitation of the Problem**

Spoken language which often named oral communication language is influenced by some factor. Student's oral communication problem in their language mastery and affective factors may vary. According to Brown (2000;

269) one of the obstacles learners have to overcome in learning to speak is the anxiety generated over the risk of blurting things out that are wrong, stupid, or incomprehensible. Then their anxiety feeling not only can be related to students' self-confidence but also their language mastery.

The researcher limits the problem that will be observed in this study only in the contribution of affective factors toward students' speaking ability. However there are other factors that influences students' speaking ability, this study will concern in the relation between those variables to find out whether there are significant relation between affective factors toward students' speaking ability.

#### **D. Formulation of the Problem**

Based on the identifications and limitation of the problems, the researcher can formulate the problem

1. How are the affective factors of second semester students of SMK PGRI 1 Sentolo year of 2012/2013 like?
2. How is the English Speaking ability of second semester students of SMK PGRI 1 Sentolo year of 2012/2013 like?
3. How is the contribution of affective factors toward students' speaking ability?

#### **E. The Objective of the Study**

Based on the formulation of the problem, the objective of this study as follow

1. To describe affective factors of second semester students of SMK PGRI 1 Sentolo in the academic year of 2012/2013.

2. To describe of English speaking ability of second semester students of SMK PGRI 1 Sentolo in the academic year of 2012/2013.
3. To find out the contribution of students' affective factors toward their English speaking ability.

#### **F. The significant of the study**

In the end of this study, the researcher hopes that this study will give a significant contribution for in teaching and learning English well. Based to the formulation of the formulation above, the objective of this research are:

1. Theoretically the research findings are expected to clarify and support the theories of affective factors and speaking ability as well as the relationship between them.
2. To the teacher, this study hopefully will help teacher to arrange a new method in teach speaking with considering to the affective factors not only focused in the cognitive and linguistic approaches.
3. To the student, this result of study can use as consideration to the student about how to mastering speaking skill by the contribution of affective factors to their speaking teaching and learning process.

## **CHAPTER II**

### **A. Literature Review**

#### **1. Learning Speaking**

##### **a. Definition of Learning**

According to Tomilson (1998: 4), learning is normally considered to be a conscious process which consists of the committing to memory of information relevant to what is being learned. Hornby (1995; 671) define “learn” as gaining knowledge of subject or skill by study, practice or being taught. Two of definitions of learning are to general for us; there is a more specific definition that is learning is a relatively permanent change in behavioural tendency and the result of enforcement factors (Kimble and Germedy in Brown, 1980; 6).

Brown (2000; 7) has provided the definition of learning. Learning is acquiring or getting knowledge of a subject or skills by study, experience or instructions. Learning is also defined as relatively permanent change in a behavioural tendency and the result of reinforced practice. He also classifies learning into some components as follows:

- 1) Learning is acquisition or “getting”
- 2) Learning is retention of information or skills.
- 3) Retention implies storage systems, memory, and cognitive organisation.
- 4) Learning involves actives, conscious, focus, on and acting upon events outside or inside organism.
- 5) Learning is relatively permanent but subject to forgetting.

6) Learning involves some forms of practice, perhaps reinforced practice.

7) Learning is change in behaviour

Tomilson (1998; 4) Language learning is arguable consist of subconscious development or generalisation how the language is used and of skills which apply these generalisation to act of communication. Language learning can be explicit (i.e. the learner are aware of when and what they are learning) or it can explicit (i.e. the learner are not aware when and what they are learning). Language learning can also be of declarative knowledge (i.e. knowledge about how the language system) or of procedural knowledge (i.e. knowledge how the language is used). As conclusion, learning speaking is development of a person through behaviour by acquire and practice how to speak or communicate.

#### **b. Good language learner**

According to Jones, (1987) set out difference term on good and bad language learners into effective and in effective language learners in terms of their awareness of different type of learning strategies. They found that effective language learners are aware of the processes underlying their own learning. Nunan (1999; 57), one of the characteristic “good” language learner was an ability to reflect on and articulate the processes underlying their own learning.

They also mention the learner types and preferences, they are:

##### **1) Concrete Learners**

These learners tend to like games, pictures, films, video, using cassettes, talking in pairs, and practising English outsides class.

##### **2) Analytical Learners**

These learners like studying grammar, studying English books and reading newspapers, studying alone, finding their own mistakes, and working on problems set by teacher.

### 3) Communicative Learners

These students like to learn by watching, listening to native speakers, talk to friends in English and watching television in English, using English out of class in stories, train, and so on, learning new words by hearing them, and learning by conversations.

### 4) Authority-oriented Learners

These learners preferred teacher to explain everything, liked to have their own textbook, to write everything in one notebook, to study grammar, learn by reading, and learn new words by seeing them.

The term of the better learner will get better proficiency also applied in language learning. Oxford (1990; 41) states that good learners are often those who know how to control their emotions and attitudes. Rubin and Thompson (in Brown, 2000: 209) list the good language learner into fourteen characteristics. They suggest that a good or efficient language learner tend to exhibit those characteristics in learning a second foreign language.

First, good language learners are able to find their own way, taking charge of their learning. They know and discover what ways of learning work best and most appropriate for themselves.

Good language learners also able to organize information about language. They organize what they have learned like organizing the information of their vocabulary of structure of the language to comprehend the content of the text or the conversation.

Besides, good language learners are creative and able experiment with the language. They always try to find their own ways and make kind of experiment to find the most suitable ways of learning. They may play with different arrangement of the sound and structures, invent imaginative texts and play language games. This way does suit them; surely they must find another game.

In addition, good language learners are able to make their own opportunities and find strategies for getting practice inside or outside of classroom. They learn to practice language actively by performing task in class and at home in any condition.

Furthermore, good language learners are able to learn live with uncertainty and develop strategies for making sense of the target language without wanting to understand every word. This characteristic means that learning does not always rely on certain and safe answers but trying to find the whole meaning from the target language and try to work things out with the help resources.

Good language learners are also able to use mnemonics and other memory strategies to recall what has been learned. They should be able to find quick ways of recalling what they have learned, for example, through



rhymes, words associations, and word classes, particular contexts of occurrence, experiences, and personal memories.

Moreover, good language learners are able to make error work. They are not afraid are not afraid with the errors made, but mistakes make them know what shall be learned next.

The next characteristic is that good language learners are able to use linguistic knowledge of their first language in learning a second language. They are able to make comparison with what they have known about language from their mother tongue. They may run directly to their first language for some expressions that they do not know or they may translate the target language into their language.

Another characteristic of good language learners are able to use contextual cues to help them comprehend the language. They are able to realize the relationship that exist between words, sounds, and structures, develop their capacity to guess and infer the meaning from surrounding context and from their background knowledge and out-of-class experience.

Then, good language learners are able to make intelligent guess. They can guess based on partial knowledge of the language. For example, when a learner recognizes the English words like shovel, grass, gardener, and lawn, he can guess that the conversation is about gardening.

The eleventh characteristic is that good language learners are able to learn “chunks” of language as wholes and formalized routines to help

them perform beyond their competence. The routines help the learners build self confidence, increasing self image and understanding, also enhance fluency.

Able to learn certain tricks that can help them to keep a conversation going is also one of the characteristic of a good language learner.

One more characteristic is that good language learners should be able to learn production techniques. These techniques are used to keep conversation going. They should not only concern in accuracy, but also in develop the capacity to be fluent.

The last characteristic is that good language learners are able to learn different style of speech and writing. They learn vary their language, according to the formality of the situation. They are able to find a way to transfer their mother tongue experience of such variation to the new language.

### **c. Speaking Ability**

Speaking happens when two people are engaging in talking each other. We can be fairly sure they are doing so for good reasons. The reasons may be that they want to say something, they have some communication purposes and they select from their language store. Speaking also means giving oral expression to thoughts, opinions, and feeling in terms of talk or conversation.

Clark andClark (1977: 4) state that speaking and listening process are particularly important to psychologist, for they are imitate activities that

hold due to the very nature of human mind. In speaking human put ideas into words, talking about perception, feelings and intentions what they want other people to grasp.

In addition speaking is fundamentally an instrument act. Speakers talk in order to have their listener. They assert things to change their state of knowledge. They ask them question to get them to provide information. They request things to get them question to do things for them.

#### **d. Types of Spoken Language**

Brown (2000; 251) make the classification of types of spoken or oral language shown in figure 1.

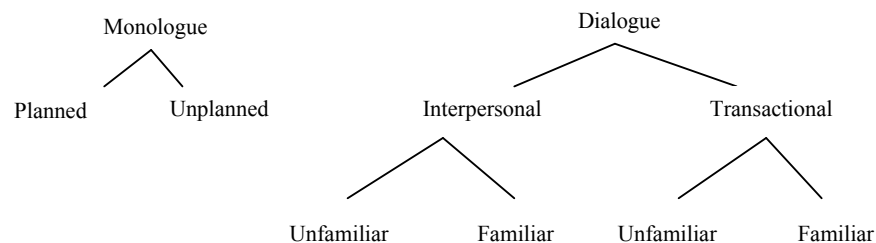


Figure 1. Diagram of Type of Spoken Language

In monologue when one speaker uses spoken language for any length of time, as in speech, lectures, readings, news broadcast, and the like. The hearer must process long stretches of speech without interruption-the stream of speech will go on whether or not the hearer comprehends. Planned, as opposed to unplanned monologues differ considerably in their discourse structures. There are planned monologues such as; speech or other prewritten material. Unplanned monologues are stories in a conversation.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional) and then they classified into familiar or unfamiliar depends on the participants of dialogues.

#### **e. Element of Speaking**

Harmer (2001; 269-271) mentions some elements of speaking. There are language features and mental or social processing.

##### **1) Language features**

The first element is connected speech. A speaker should not only be able to produce the individual phonemes of English, for example, he or she should say *I'd've gone* instead of *I would have gone*

The next element is expressive devices. A speaker should be able to do as what native speaker English do. Native speaker of English change the pitch and stress of particular parts of utterances, vary volumes and speed, and use non verbal (paralinguistic) features to show what they are feeling.

Lexis and grammar are also the element of language. Speakers can make spontaneous speech using a number of common lexical phrases especially in the performance of certain language functions.

The last element is negotiation language. Speaking requires the ability of the speaker to negotiate the meaning used to seek clarification and to show the structure of what he or she is saying.

## **2) Mental or Social Processing**

There are three components in mental or social processing. The first component is language processing. Speaker needs to be able to process language in his or her hand and put it into coherent order so that it can be comprehensible and can also convey the meaning that are intended.

The second is interacting with others. Speaking involves a good deal of listening to other participants, understanding of how they are feeling, and also the ability how to take turns or allow others to do so.

The third component is (on-the-spot) information processing. A speaker should also be able to process the information people tell him or her the moment he or she gets it.

### **f. Micro-skills of oral communication**

Brown (2000; 272) list some micro-skills of oral communication as consideration in speaking assessments.

- 1) Produce chunks of language of different lengths.
- 2) Orally produce differences among the English phonemes and allophonic variants.
- 3) Produces English stress pattern, words in stressed and unstressed positions, rhythmic, structure, and intonational contours.
- 4) Produce reduced form of words and phrases.
- 5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.

- 7) Monitor your own oral production and use various strategic devices- pause fillers, self-corrections, backtracking-to enhance the clarity of the message.
- 8) Use grammatical words clauses (nouns, verbs, etc), systems (e.g. tense, agreement, and pluralisation), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituent- in appropriate phrases, pause groups, breath groups, and sentences.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.
- 12) Accomplish appropriately communicative functions according to situations, participants, and goals.
- 13) Use appropriate registers, implicature, pragmatic convention, and other sociolinguistic feature in face-to-face conversations.
- 14) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 15) Use facial features, kinesics, body language and other nonverbal cues along with verbal language to convey meanings.
- 16) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help and accurately assessing how well your interlocutor is understanding you.

**g. Indicators of Good Speaking Ability**

Philip (1997; 38) proposes that students need to master several different element of language in order to be able to speak. Te elements are vocabulary, pronunciation, structures, and functions.

Moreover, Finoccaro and Brumfit (1983; 140) state some interrelated-mental and physical actions which should take placed instantaneously and simultaneously when the speakers speak. To be able to give oral expression, students should have sufficient knowledge of the sound, structure, vocabulary, and cultural system of the English language. In order to do that, the learners must have the requirement to be good speakers.

The first they should able to think about ideas they wish to express, either initiating a conversation or responding to a previous speakers. They should know first what ides or messages they will send or want to share to the listener.

Then they should able to change the position of the lips, jaws, and tongue to articulate the appropriate sounds. It means that students should have the competence to produce the like-native pronunciation, which are comprehensible and correct.

In addition students are aware of the fundamental expression as well as the grammatical, lexical, and culture features needed to express the idea. This ability will avoid students from making ambiguity in their utterance.

Fourth requirement are being sensitive to any change in the “register” or style necessity by the person(s) to whom they are speaking and the situation the conversation is taking place. It according to the language culture from the target language, this will require the students knowledge about the language culture of the second language.

The last is having the abilities to change direction of their thought on the basis of the other person’s response. On the other hand they should be able to comprehend the meaning or message of the other speaker simultaneously, so they will be able to arrange the expression to respond to it.

#### **h. Assessing Speaking Ability in a Classroom**

Brown (2004: 140) also suggests some criteria in scoring speaking. They are grammar, vocabulary, pronunciation, fluency, comprehension, and task. It is named Oral Proficiency Interview and is useful for classroom purposes.

##### **a. Grammar**

- 1) Errors in grammar are frequent, but speaker can be understood by a native speaker used to deal with foreigners on attempting to speak the language.
- 2) Can usually handle elementary constructions quite accurately but does not have thorough of confident control of the grammar.
- 3) Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.
- 4) Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
- 5) Equivalent to that of an educated native speaker.



**b. Vocabulary**

- 1) Speaking vocabulary inadequate to express anything but the most elementary needs.
- 2) Has speaking vocabulary sufficient to express him/herself simply with circumlocutions.
- 3) Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he/she rarely have to grope for a word.
- 4) Can understand and participate in any conversation within the range of his/ her experience with a high degree of precision of vocabulary.
- 5) Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

**c. Pronunciation**

- 1) Errors in pronunciation are frequent but can be understood by a native speaker used to deal with foreigners on attempting to speak the language.
- 2) Accent is intelligible though often quite faulty.
- 3) Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
- 4) Errors in pronunciation are quite rare.
- 5) Equivalent to and fully accepted by educated native speakers.

**d. Fluency**

- 1) (No specific fluency description. Refer to other four language areas to imply level of fluency).
- 2) Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
- 3) Can discuss particular interests of competence with reasonable ease. Rarely has to grope with words.
- 4) Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
- 5) Has complete fluency in the language so that his/ her speech is fully accepted by educated native speakers.

**e. Comprehension**

- 1) Within the scope of his very limited language experience, it can be understood. The simple questions and statements if it is delivered with slow speech, repetition, or paraphrase.
- 2) Can get the gist of most conversations of non-technical subjects (i.e., topics that require non specialized knowledge).

- 3) Comprehension is quite complete at a normal rate of speech.
- 4) Can understand any conversations within the range of his/ her experience.
- 5) Equivalent to an educated native speaker.

**f. Task**

- 1) Can ask and answer questions on topics which are very familiar to him.
- 2) Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.
- 3) Can participate effectively in most formal and informal conversations on practical, social, and professional topics.
- 4) Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.
- 5) Speaking proficiency equivalent of an educated native speaker.

## **2. Affective Factors**

There are many factors that can conceivably relate to language learning but we will concern in affective domain. Human beings are emotional creatures and learning processes evokes strong feeling or emotions in people. Affective domain in education focus on the feeling associated with learning. It is also applied in learning and teaching, students are influenced by their emotions. Affective factors relate to the learner's emotional state and attitude toward the target language and some theories will show how they apply to learning process. Language learning is accomplished within the complex systems that make up each person.

There is a schematic representation of the socio-educational model, taken from Gardner and MacIntyre (1992) show a play of role in influencing between cognitive and affective individual differences in second language learning process, and they also defined affective

variables include attitudes, motivation, language anxiety and self confidence and cognitive factors include variables such as intelligence, language aptitude, and language learning strategies. They also state that “there are probably as many factors that might be account for individual differences in achievement in second language as there are individuals”.

At second language learning context, many of expert give concern to the affective factors, but there two factors which give most significant effect on second language learning process; they are motivation and anxiety.

#### **a. Motivation**

##### **1) The nature of motivation**

Gardner (1985), in defining motivation, four element must be present for a student to be considered motivated; a goal, desire to achieve the goal, positive attitude and effort. This explanation expands us to include attitudes and effort. He also emphasized motivation as a function of attitude toward the second language community and an integrative orientation- that is, an interest to become similar and even identifying with member of the community. The model, more recently summarized by Masgoret and Gardner (2003), identifies attitudes and the integrative orientation as defining *integrativeness*, which, together with attitudes toward the learning situation, determine second language learning. The three component integrativeness, attitudes toward the learning situation and motivation constitute a cluster identified as the integrative motive.

According to Krashen (1981) there are kinds of motivation. They are integrative motivation and instrumental motivation.

*Integrative Motivation* defined as the desire to be like valued members of the community that speak the second language, is predicted to relate to proficiency in terms of the two functions. The presence of integrative motivation should encourage the acquirer to interact with speakers of the second language out of sheer interest, and thereby obtain intake. It also can be define as integrative orientation (desire to learn a language stemming from a positive affect toward a community of its speakers (Brown; 2000)

*Instrumental motivation*, defined as the desire to achieve proficiency in a language for *utilitarian*, or practical reasons, may also relate to proficiency. In other words it can be defined as a desire to learn a language in order to attain certain career, educational, or financial goals) its presence will encourage performers to interact with L2 speakers in order to achieve certain ends. For the integrative motivated performer, interaction for its own sake will be valued. For the instrumentally motivated performer, interaction always has some practical purpose.

MacIntyre, Clement and Noel (2006) draw a schema which relate between motivation and self-determination. In this approach, motivation can be categorized in terms of three orientations organized along a continuum; amotivation, intrinsic motivation, and extrinsic motivation. First amotivation refers to the lack of motivation and intention to act.

Then intrinsic motivation refers to the desire to perform an activity for its own sake, because it is seen as interesting or enjoyable. These feeling of pleasure derives from the fulfillment of three basic needs; autonomy, competence, and relatedness. Intrinsic motivation is best sustained when learners feel that all three need have been met, that is, when they have voluntarily chosen an activity wherein they can feel both competent and supported by others.

The last, extrinsic motivation involves goals that support the performance of an activity but that are external to the activity its self. Deci and Ryan (1985) highlight three types of extrinsic motivation that vary in the extent to which goal is controlled or regulated by internal or external contingencies; identified regulation, introjected regulation, and external regulation.

a) Identified regulation

This refers to more self-determined reasons for learning a language, whereby the learning activity may not be interesting on its own, but is undertaken because it serves a desirable purpose.

b) Introjected regulation

This is more internally determined. It involves a self-induced pressure, such as a desire to avoid guilt or to enhance one's prestige.

c) External regulation

This is the least self-determination form of extrinsic motivation. This motive is governed by instrumental ends, such as to gain a reward or

to avoid punishment. Noels argues that students whose motivation is externally regulated (e.g. by parents, teachers, peers, etc) have not chosen the activity of their own will, and will be unlikely to incorporate second language into their identities.

## **2) Motivation in Language Learning**

Dornyei and Otto (1998) emphasized a new approach in motivation toward second language learning process, where the motivation has three stages in learning processes; preactional stage, actional stage, postactional stage. Each stage motivation has different functions and influences.

(a). Pre-actional Stage: first, motivation needs to be generated. The motivational dimension related to this initial phase can be referred to as choice motivation, because the generated motivation leads to the selection of the goal or task that individual will pursue.

(1). Various goal properties (e.g. goal relevance, specificity and proximity) according Alderman (2004; 106) goals is cognitive representations of a future event and it provide standards for knowing how well one is doing, thus activating a self-evaluation process.

(2). Values associated with the learning process itself, as well as with its outcomes and consequences. This works on how a learner value to the English as second language learning. The

good or bad value given to the learning process will build students motivation.

- (3). Attitudetoward the L2 and its speaker, the attitude here is not only to the language or the people itself, but may be because of interest to the culture or the second language people. They intend to learn the language in purpose to blend with them and learn their culture.
  - (4). Expectancy of success and perceived coping potential, the third is some expectation from the learner that by learning the second language they will made a success of future and cope their potential in second language.
  - (5). Learner belief and strategies, the reason to take or choose English as their second language might be a belief of the learners.
  - (6). Environmental support, the last motive at this stage may occur from the environments of the learner that make them to join an English second language curriculum.
- (b). Actional stage; second, the generated motivation needs to be actively maintained and protected while the particular actions last. This motivational dimension has been referred to as execution motivation, and it is particularly relevant to sustained activity such as studying a second language and to learning in classroom setting, where students are expose to a great number of distracting influence,

such as off-task thought, irrelevant comment from the others, anxiety about the task or physical condition that make it difficult to complete the task.

- (1). Quality of learning experience, this motive come as the result of their classroom experience such as pleasantness, boring, or difficulties in learning processes; whether between both learning and performing.
- (2). Sense of autonomy, this is a student awareness or self-determination in order mastering of the second language.
- (3). Teachers and parents' influence may be able to be new motivation for students to learn more serious or may become the distraction in learning process.
- (4). Classroom reward and punishment, this is one of kind of the result motivational strategies in the classroom.
- (5). Influence of learner group, the attribute which occur in the situation of cooperative learning that will result of sense of competition or cooperation between groups personal.
- (6). Knowledge and use of self regulatory and strategies (e.g. goal setting, learning and self motivating strategies), the use of self-motivating strategies where student make their own goal, their way in learning, and their standard of achievement.



(c). Post-actional stage; finally, there is a third phase following the completion of the action-termed motivational retrospection-which concerns the learners' retrospective evaluation of how things went.

(1). Attributional factors (e.g. attributional styles and biases), this is how the way of students face the previous experience in their classroom. It might cause negative or positive attributional action for students.

(2). Self concepts beliefs (e.g. self worth and self confidence), after a process learning where students not only try to acquire a new language, they also get experience with their mate and environments, this factor may become the fundamental motive for the further action.

(3). Received feedback, praise, and grades, external motivation where usually given as the result of test. Every student will have different responds to them.

The way students process their past experiences in this retrospective phase will determine the kind of activities they will be motivated to pursue in the future.

#### **b. Self-confidence and Language Anxiety**

MacIntyre, Clement, and Noel (1995) have proposed that

“..a major dimension underlying second language acquisition is self confidence with the language. In the original findings (Clement et al. 1977, 1980), two factors related to motivation: integrative motive and second language confidence, that is, the belief in one capacity to interact in a meaningful and efficient manner in second

language usage situations. This L2 confidence was defined as a combination of low level of language specific anxiety, confidence in one's language skills, and self-perception of high level of proficiency, and was linked to quantitative and qualitative aspects of contact with members of the second language speaking group."

It shows that to develop second language confidence there must be controlled language anxiety. Students with high language anxiety there will no second language confidence.

Horwitz and Young (1991) regard language anxiety as a distinct complex of self perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language-learning process. MacIntyre (1991) defined language anxiety as the worry and negative emotional reaction aroused when learning or using second language. He also identified anxiety as trait anxiety, situation-specific anxiety, and state anxiety.

- 1) Trait anxiety; a feature of an individual personality and therefore stable over time applicable to a wide range of situation.
- 2) Situation-specific anxiety; this is like trait anxiety, except applied to a single context or situation only. Examples for situation-specific anxiety are stage fright, test anxiety, math anxiety, and language anxiety because each of these refers to a specific type of context; giving speech; taking a test; doing math, or using second language. Each situation is different; a person may be nervous in one and not in the others.

- 3) State anxiety refers to the moment-to-moment experience of anxiety; it is the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity. State anxiety has an effect on emotions, cognition, and behaviour.

MacIntyre and Gardner (1989) described the way in which language anxiety is likely to develop. At the earliest stage of language learning, a student will encounter many difficulties in learning, comprehension, grammar, and other areas. If that student becomes anxious about these experiences, if he/she feels uncomfortable making mistakes, then state anxiety occurs. After experiencing repeated occurrences of state anxiety, the student comes to associate anxiety arousal with the second language. When this happens, the student expects to be anxious in second language contexts.

Then Brown (2004; 151) in order to break down the construct into comprehensible issue, he classified three components of language anxiety into;

- (1).Communication apprehensions

Horwitz (2002) define that communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people, also difficulty in speaking in dyads or groups (oral communication anxiety) or in public (“stage fright”), or in listening to or learning spoken message (receiver anxiety) are all manifestation of communication apprehension. At this problem

people who typically have trouble speaking in groups are likely to experience even greater difficulty speaking in foreign class where they have little ability in communicating and performing communication which is monitored.

(2). Test anxiety or apprehension over academic evaluation.

Since performance evaluation is a standard for foreign language classes, test anxiety is also relevant and might be occurred at the evaluation process. Test-anxiety refers to Horwitz (2002) is a type of performance anxiety stemming from fear of failure. Students who has test anxiety in foreign language class probably experience considerable difficulty since test and quizzes are frequent and even the smarter and the most prepare students often make errors or mistakes. At this situation, oral test have the potential of provoking both test and oral communication anxiety simultaneously in susceptible students.

(3). Fear of Negative evaluation

The third anxiety that related to foreign language learning defines as “apprehension about others’ evaluation, avoidance of evaluation situations, and the expectation that other would. This last anxiety seems similar with test anxiety, but it is broader in scope because it is not limited to test taking situations; rather, it may occur in any social e.g. interview in job or speaking in second language class.

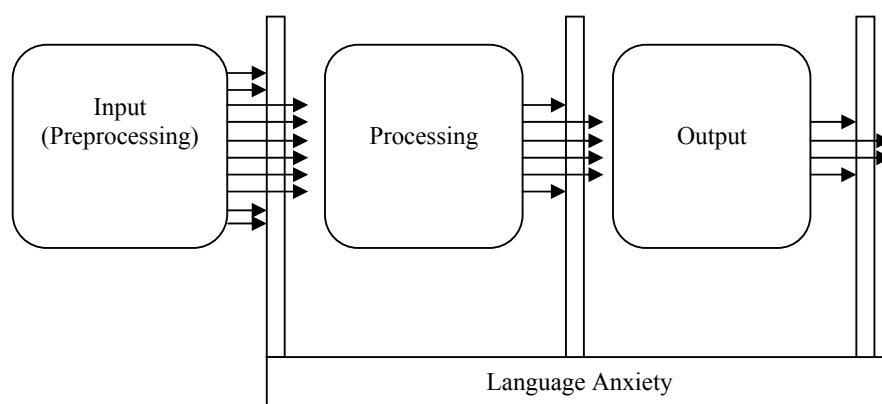
Although all the three of anxieties provide useful conceptual block of description of foreign language anxiety, we can conclude that the combination of all three transferred into second language acquisition process. We can conclude that anxiety as a complex feeling, self-perceptions, beliefs and behaviours related to language learning classroom.

### **c. Effect of Language Anxiety**

When we discuss about language anxiety, we should also concern about its effect, particularly about the effect on academic achievement, including course grade and standardized proficiency test (Young, 1986). It may also affect the student efforts in second language learning, because anxiety arousal has a number of specific cognitive effects (MacIntyre and Gardner 1994). In addition, the unpleasant personal experience of a severe anxiety reaction makes its effect on the person a major concern as well.

First several studies have investigated the relation between language anxiety and language course grades. For example, Aida (1994), Horwitz (1986), MacIntyre and Gardner (1994), and Young (1986) have all shown significant, negative correlations between language anxiety and grades in variety of language course. It seems clear that high levels of language anxiety are associated with low level of academic achievement in second or foreign language learning.

Then the effect of language anxiety on cognitive processing, MacIntyre and Gardner have shown that such effects may be quite persuasive. At the core of these studies is a model of the effects of anxiety arousal on learning from instruction, as in a language classroom. The arousal of anxiety may interfere with cognitive performance in three stages; input, processing, and output. If anxiety disrupts the cognitive work at one stage, then information is not passed along to the next stage. In addition, Tobias (1986) give a model bellow to shows the effect of language anxiety.



*Figure 2. Figure of Effect Language Anxiety*

At the input stage, anxiety acts like a filter preventing some information from getting into cognitive processing system. This is similar to Krashen concept “affective filter”. During the processing stage, anxiety can influence both the speed and accuracy of learning. Because anxiety acts as a distraction, students may not be able to learn new words, phrases, grammar, and so on when they are worried. Anxiety arousal at the output stage can influence the quality of second language communication. Many people may have experience of “freezing-up” on an important test; they have the answer but it will not come

to mind. This happens because the presence of anxiety acts as disruptions to the retrieval information.

Third anxiety gives effect to students in how many often of they communicate using the second language. There are many factors influence students such as a competitive atmosphere, difficult interaction with teachers, risks of embarrassment, opportunity to contact with the members of the target language. In MacIntyre (2002) in contact situations, students who less of anxiety will be more relaxed and motivated to communicate with speakers of the target language. The statement is reassured by (Gardner; 1991a, 1991c) that anxious learners do not communicate as often as more relaxed learners.

The last, personal effect, the most troublesome effect of language anxiety is traumatic experience, which make students severe anxiety reaction. Unfortunately may be some students have some bad experience on speaking second language e.g. ‘they made mistakes in pronouncing English word and the whole class laughed on her or him’ and that make they have no interest in performing second language for the second time.

#### **d. Measuring the language anxiety**

Teachers or researchers might sometimes be able to infer language anxiety through test of general anxiety. However this practice is not recommended (Gardner and MacIntyre; 1993) because researchers view language anxiety as a specific phenomenon that is better to be assed directly. There is an instrument exist, the best known of which is the

‘Foreign Language Classroom Anxiety Scale’ or FLCAS, by Horwitz (1986). This instrument integrates all students’ anxiety in second language classroom. However language anxiety is often already observable even without an instrument like the FLCAS. According to Arnold (1999), student anxiety can be their behaviours, instead behaviours vary across cultures, and what might seem like anxious behaviour in one culture might be normal behaviour in another culture. In addition, the following are likely signs of language anxiety:

- 1) **General avoidance:** Students forget the answer when they asked a question, students show carelessness and cutting class, arriving unprepared, low level of verbal production, lack of volunteering in class, Seeming inability to answer even the simplest questions
- 2) **Physical actions;** Squirming, fidgeting, playing with hair or clothing, stuttering or stammering, displaying jittery behaviour, being unable to reproduce the sound or intonation of the target language even after repeated practice
- 3) **Physical symptoms;** Complaining about headache, experiencing tight muscles, feeling unexplained or tension in any part of the body, other signs, over studying, social avoidance, controversial withdrawal, lack of the eye contact, Image protection or masking behaviours (exaggerated smiling, laughing, nodding, joking), self criticism.



## **B. ConceptualFramework**

In second language learning and acquisition, there are some issues that discussing in the factors or principles that influences in the success of language acquisition and learning. In addition language learning has three major principles in the achievement of student in language learning, they are cognitive, affective and linguistic. In contrast language skills are divided into listening, speaking, reading and writing, in which a principle cannot be applied generally in the teaching and learning process generally. As the result each principle has different contribution in the teaching and learning of a language skill.

Referring to the opinions and theories about students' affective factors and speaking ability the researcher will build a conceptual framework on the contribution of students' affective factors toward students' speaking ability.

Motivation will raise the student willing to master the target language. It can affect students' willing to add new vocabularies, and knowing about the language features, also about the grammar of language. As the result they will have enough linguistic skill to produce a good speaking which appropriate and acceptable.

Furthermore, students' anxiety can be a barrier for them in way to be good speakers. It will make them stuck on the poor speaking ability because they never try to speak English confidently and it can make them

make some mistakes or error in their speaking. In the end they will have some difficulties in order to produce a well speaking for the other.

The last students' self-confident or self-esteem make the learner able to try to be a good speaker. They will not have a problem with speaking performance because of their confident of themselves even though they make some mistakes.

### **C. Hypothesis**

According to the theoretical review and conceptual framework, the writer proposes hypothesis of this study. There is a positive and significant correlation between students' affective factors and English speaking ability at significant level 0.05.

### **CHAPTER III**

#### **RESEARCH METHOD**

This study is aimed at finding out the correlation between students' affective factors especially and speaking ability. This chapter is divided into six sub-chapters; they are types of study, research variables, population, sample and sampling techniques, research instrument, procedure of data collection, and technique of data analysis.

#### **A. Research Design**

This study is classified as a correlation research study. Fraenkel and Wallen (1993; 8) state that a correlation study seeks to determine relationship between two or more variables. Furthermore, they state that they “the approach requires no manipulation or intervention on the part of the research other than that are required to administer instrument(s) necessary to collect the data desired”. The relationship that may exist among the naturally occurring phenomena in this study are searched and described without any attempts to influence these phenomena.

Along with the definition above, this study will not manipulating and controlling the independent variable in order to get the desired finding. The manifestation of the independent variable has excited without any intervention from the researcher. The purpose of this study is to reveal and describe the correlation of students' affective factors toward their speaking ability.

## 1. Research Variables

This study involves two variables, first students' affective factors (X) and then students' ability (Y). The students' affective factors are regarded as the independent variable which may be called as the prediction variable; on this research we have two independent variables. These variables predict what will happen to a single variable to which it is related in some ways. The second variable, speaking ability is the variable which prediction is made and this is dependent variable. The relation between two variables can be figured in the figure 3.1

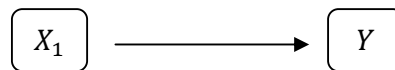


Figure 3.1 the relation between two variables

Where:

→ : correlates with

$X_1$  : First Independent Variable (students' affective factors)

Y : Dependent Variable (speaking ability)

## 2. Population

Population is the group to whom the researcher would like to generalize the result of the research. In this study, researcher takes the second grade of SMA N 1 Majenang. The population from five classes consist 207 students with the contribution draw below;

No	Class	Number of Students
1	XI.AK.1	40
2	XI.AK.2	39
TOTAL		81

### 3. Sample and Sampling Techniques

The technique is used to determine the sample for the population. In order to select the students as the sample of this study, a random sampling technique is applied. The second semesters of second grade students SMK PGRI 1 Sentolo are chosen randomly as the population. Since from the total population, the samples population are chosen are 81 students.

### 4. Research Instrument

The format of the instrument for measuring students' affective factors in this study will be a questioner. According to Brown (2001; 6)

*“Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.”*

It is the most suitable format of instrument in the study considering for some reasons. The questioner is developed by considering the aspect and indicators of some items. Each item contains statement followed by four closed option, strongly agree (sangat setuju), agree (setuju), disagree (tidak setuju), and strongly disagree (sangat tidak setuju). Those options have the scale 4-3-2-1, some statements in the form of negative ones. This variation made to avoid the haphazard answers that are given by the students without reading and understanding the answer. The items scoring both positive items and negative items are shown in the following table.

No	INDICATORS	The number of positive statements	The number of negative statements	Total
<b>A</b>	<b>Pre-actional Stage (CHOICE MOTIVATION)</b>			
1	Various goal properties	26, 9	-	2
2	Values associated with the learning process itself, as well as with its outcomes and consequences	8, 33	-	2
3	Attitude toward the L2 and its speaker	10	6	2
4	Expectancy of success and perceived coping potential	27, 25	-	2
5	Learner belief and strategies	28, 5	11	3
6	Environmental support and difficulty	7	29	2
<b>B</b>	<b>Actional Stage (EXECUTIVE MOTIVATION)</b>			
1	Quality of learning experience	12	4	2
2	Sense of autonomy	30, 31	13	3
3	Teachers and parents' influence	32, 14	3	3
4	Classroom reward and punishment	24, 15	-	2
5	Influence of learner group	34, 23	16	3
6	Knowledge and use of self regulatory and strategies	17, 2	18	2
<b>C</b>	<b>Postactional stage (MOTIVATIONAL RETROSPECTION)</b>			
1	Attributional factors	35	22	2
2	Self concepts beliefs	21	1	2
3	Received feedback, praise, and grades	19	20	2
<b>Total</b>				30

Table 1. The blueprint of the questioner

## 5. The Validity of the Questionnaires

In developing the questionnaire, the writer used to theory of affective factors presented in Chapter II as the basis. Therefore, this instrument can be said to have construct validity. To compute the item validity of questionnaire, the writer applied the correlation formula of Pearson Product Moment as follow

$$r_{xy} = \frac{N \sum XY - (\sum x)(\sum y)}{\sqrt{\{N \sum X^2 - (\sum x)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

$r_{xy}$  = Correlations coefficient between each item and total score

$N$  = Number of cases

$\sum X$  = The score of each item

$\sum Y$  = The total score of the test

## 6. The Reliability of the Questionnaires

The questionnaire is considered being reliable if it provides information on whether the data collection is consistent and accurate. To find out the reliability of the questionnaire, the data is analyzed using Alpa Cronbach technique. This technique is used because every item has scale 1-4. The formula is present below:

$$r_{II} = \frac{k}{k-1} \left( 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Where:

$r_{II}$  = intrumenst reliability

$k$  = number items

$\sum \sigma_b^2$  = the number item score variances

$\sigma_t^2$  = the total variances

## 7. Technique of Data Analysis

### a. Descriptive Statistic

The use of the descriptive statistic in this study is aimed at providing answer to the research question about affective factors and students speaking ability. The statistic are the mean (M), standard deviation (SD), highest and lowest score, and frequency of data distribution. The mean is the sum of all scores divided by the number of subjects. The standard deviation is average ability of all scores around the mean. Then the values of the observed mean and standard deviation are compared with the ideal one. The ideal mean can be determined by multiplying the highest score possibly attained 60% of the samples, while ideal standard deviation is one-fourth of the ideal mean (Nurgiyantoro, 1987: 365) the conversion use to determine the category of data are shown in the following table



**Table 1. The categorizations of data**

Class interval	Category
Mean + 1.5 SD and more	Very High
Mean + 0.5 SD up to Mean +1.5 SD	High
Mean – 0.5 SD up to Mena + 0.5 SD	Fair
Mean -1.5 SD up to Mean -0.5 SD	Poor
Mean -1.5 SD and less	Very Poor

**b. Inferential Statistic**

The analysis is aimed at testing the purposed hypothesis. Before the hypothesis testing was done, the pre-requestic test of normality and linearity were conducted.

**c. Test of Normality**

This test is aimed to seeing whether the distribution of the respondents of the test meets the normal distribution or not. Here, the researcher used the Kolmogorov-Smirnov formula. The formulation is as follow.

$$D = \max |F_o (X_i) - SN (X_i)|$$

Where:

D : the sampling distribution

Fo (Xi) : Completely specified relative frequency distribution

SN (Xi) : Observed cumulative relative frequency distribution

i : 1,2,3,... N

#### d. Test of Linearity

The test is aimed to analyze whether the relationship between students' affective factors and students' English speaking ability is linear or not. Therefore, the formula is as follow.

$$F_{reg} = \frac{RK_{reg}}{RK_{res}}$$

Where:

$F_{reg}$  : the value of regression  
 $RK_{reg}$  : the square mean of regression  
 $RK_{res}$  : the square mean of residue

#### e. Test of Hypothesis

There is one hypothesis to be tested in this study. The technique was used in testing the hypothesis is Pearson's Product Moment Correlation formula. The formula is as follows.

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$r_{xy}$  = Correlation coefficient between each item and total score

$N$  = Number of cases

$\Sigma X$  = The score of each item

$\Sigma Y$  = the total score of the test

#### f. Test of Regression

The calculation then continued to the test of regression. This test is aimed at predicting the value of the dependent variable if the value of the independent variable is changed.

## **CHAPTER IV**

### **RESEARCH FINDING**

This chapter is aimed at presenting three topics concerning the result of the study. First, the description of data covers the description of the students' affective factors and speaking ability. Second, the test of hypothesis consists of pre-analysis testing and hypothesis testing. The last discussion of the finding covers the interpretation of research results.

#### **A. Data Description**

The description of the data is concerned with two variable of the study, i.e., the students' affective factors and speaking ability. However researcher also describes the parts of affective factors; they are motivation and classroom anxiety to show their contribution to the students speaking ability. In the discussion of the finding research, the formulation of the problem mention in Chapter I is used as the basic.

In this section each of the variables will be describe using the appropriate descriptive statistics, which cover mean (M), standard deviation (SD), the highest and the lowest, frequency of data distribution and categorization.

#### **1. Data on Students Affective Factors**

The data of student' affective factors were gathered by asking students of SMK PGRI 1 Sentolo to respond the motivation questionnaire. The questionnaire consists of 68 items, divided into two categories; they are motivation and classroom language anxiety.

From the analysis done with SPSS computer program, it was found that the highest score of students affective factor is 181 and the lowest score is 160. The data analysis result shows, that in general, the mean of the students affective factors is 169.

In order to make the data interpretable, the researcher worked out the ideal mean and ideal SD from the highest and lowest score may obtain from the instrument. Each item of the questionnaire is scored 1 to 4, with 68 items in the instrument. Thus the highest score is 272 and the lowest score is 68 with the ideal mean is 62 and the ideal SD is 2. Based on the categorization of scores can be seen in table

Score Class			Category	Frequency	Percent
65	up to	more	Very High	13	16,46
63	up to	64,9	High	26	32,91
61	up to	62,9	Fair	28	35,44
59	up to	60,9	Low	12	15,19
58,9	and	less	Very Low	0	0,00
				79	100,00

The table above shows the highest score of the first interval score achieved by 13 students (16.46%). The second interval score achieved by 32.91%, they are 26 students. The majority of student, they are 28 students achieved the middle or fair interval at 61-62, 9 (35.44%). Then the low score interval, there are only 12 students (15.69%). There are no students are found in the lowest interval

The obtained mean score of affective factors is 169, which fall into high category. Therefore it can be interpreted that student's affective factors are high. The complete print out the calculation can be seen in Appendix C

## 2. Data on Students Motivation

From the analysis done with SPSS computer program, it was found that the highest score of student's motivation is 97 and the lowest score is 71. The data analysis result shows, that in general, the mean of the students affective factors is 83, 91.

In order to make the data interpretable, the researcher worked out the ideal mean and ideal SD from the highest and lowest score may obtain from the instrument. Each item of the questionnaire is scored 1 to 4, with 35 items in the instrument. Thus the highest score is 140 and the lowest score is 35 with the ideal mean is 60 and the ideal SD is 4. Based on the categorization of scores can be seen in table below

Score Class			Category	Frequency	Percent
66	up to	more	Very High	12	15,19
62	up to	65,9	High	15	18,99
58	up to	61,9	Fair	19	24,05
53	up to	57,9	Low	31	39,24
52,9	and	less	Very Low	2	2,53
				79	100,00

The table above shows the lowest percentage score of the first interval score achieved by 2 students (.2.53%). The low category as the majority of student achieved the score 53 – 57, 9 (31 students). 19 students (24.05) are the mid interval and 18.99 % students (15) at the high category. The highest interval has 15.19% that is 12 students.

The obtained mean score of motivation is 83.91, which fall into fair category. Therefore, it can be interpreted that the students' motivation is fair. The complete print out of the computation can be seen in Appendix C.

### 3. Data on Students Anxiety

The obtained data of student' affective factors were gathered by asking students of SMK PGRI 1 Sentolo show that the highest is 95 and the lowest score is 78. It also shows that the mean of the data is 85.56 and the SD is 3.57. In order to make the data interpretable, the researcher worked out the ideal mean and ideal SD from the highest and lowest score may obtain from the instrument. Each item of the questionnaire is scored 1 to 4, with 33 items in the instrument. Thus the highest score is 132 and the lowest score is 33 with the ideal mean is 64.81 and the ideal SD is 2.71. It can be categories as follows:

Score Class			Category	Frequency	Percent
69	up to	more	Very High	8	10,13
66	up to	68,9	High	20	25,32
63	up to	65,9	Fair	37	46,84
61	up to	62,9	Low	8	10,13
60,9	and	less	Very Low	6	7,59
				79	100,00

It shows that most of students are classified between fair and very high. 8 students (10.13%) are in the highest category and 25.32 % (20 students) are in the second interval. The fair category has 46.84 % of students (37 students). The low and very low category only consist 17.72 % which 10.13 % (8 students) at the low category and 6 students for very low. The mean obtained data of anxiety is

85.57 and it fall into high category. It can be concluding that student's anxiety is high.

#### 4. Data on Students Speaking Ability

The final data is speaking ability, as stated previously that the speaking data was taken from the student score provided by the teacher. The data of speaking ability show that score mean is 68, 8 and the lowest score 56.30 and the highest score is 82.60. It also shows that the SD from the speaking ability is 6.39. It can be interpreted in the table bellow;

Score Class			Category	Frequency	Percent
78	up to	more	Very High	7	8,86
72	up to	77,9	High	20	25,32
66	up to	71,9	Fair	27	34,18
59	up to	65,9	Low	20	25,32
58,9	and	less	Very Low	5	6,33
				79	100,00

Table above shows the highest score of the first interval score achieved by 7 students (8.86%). The second interval has 20 students (25.32%) and the middle category has 34.18% (20 students). The lowest interval (58.9 and less) achieved by 5 students (6.33%). Based on the data, it can be interpreted that speaking ability is fair.

#### B. Hypothesis Testing

This part deals with the testing of the proposed hypothesis. To conduct the hypothesis testing, an inferential analysis was employed. However before the

analysis was done, the pre analysis was done, the pre-analysis test were conducted i.e., the normality test and the linearity test.

### **1. Pre-analysis Test**

A pre analysis test is conducted to see whether or not the data are good enough to make an inference. To make a good inference, there are at least there requirement; random sampling; normal distribution, and linearity (Hadi, 2000: 303). The first requirement has been fulfilled through the sampling procedure and the test normality and linearity measures are presented below.

#### **a. The result of the Test of Normality**

The normality test was conducted to know whether or not the distribution of the two variable meet normal or are close to normal distribution requirement. In this analysis a Kolmogorov-Smirnov test is used. Theoretically, if the value of  $P \geq 0.05$ , the distribution of the variable are stated as normal.

Variables	K-Smirnov Z	P	Interpretation
Motivation	1,395	0.041	Normal
Anxiety	1,023	0.233	Normal
Affective Factor	0.730	0.661	Normal
Speaking Ability	0.613	0.847	Normal

Based on the computation result that shows every variable has  $P \geq 0.05$ , it can be inferred that all variables are normal. The complete computation can be seen in Appendix D.

#### **b. The Result of the Test of Linearity**

The test of linearity was conduct to know whether or not the relationship of the two variables constitutes straight linear or linear relationship. As stated before



the test of linearity uses the F-test formula. The result of computation through F-test is presented on the table. The complete computation can be seen in the Appendix E.

Variable	$F_0$	$F_t$	Interpretation
Motivation	1.003	1.950	Linear
Anxiety	1.129	1.950	Linear
Affective Factors	0.687	1.950	Linear

From the table above, it is found that the relationship of the variables are linear since the value of  $F_0$  are lower than the value of  $F_t$ .

## 2. Hypothesis Testing

In this study, the researcher proposes three hypotheses. They are “There is a positive and significant relationship between students’ motivation and speaking ability”, “There is a negative and significant relationship between students’ anxiety and speaking ability”, and “there is a positive and significant relationship between students’ affective factors and speaking ability”.

The analysis is aimed at seeing the correlation between the independent variable and dependent variable, at this study they are student affective factors and speaking ability. This analysis will observe the contribution of students’ affective factors to speaking ability.

In congruence with the type of study, the Pearson’s Product Moment Correlation analysis was administered. Statistically, if the value of the correlation

coefficient ( $r_o$ ) observed is higher than the value of ( $r_t$ ) table then there is a significant correlation between the predictor variable and the criterion variable.

Variable	$r_o$	$r_t$	R squared	Interpretation
X1 – Y	0.778	0.184	0.600	Significant
X2 – Y	-0.227	0.184	0.390	Significant
X - Y	0.717	0.184	0.508	Significant

The result of the first analysis show that the value of  $r_o$  is while the value of  $r_t$  with  $N = 79$  is at the level of significance of 0.05. Therefore the value of  $r_o$  is higher than the value of  $r_t$  in the level of significance of 0.05. The first proposed hypothesis is accepted.

The second analysis show that the value of  $r_o$  is while the value of  $r_t$  with  $N = 79$  is at the level of significance of 0.05. Therefore the value of  $r_o$  is higher than the value of  $r_t$  in the level of significance of 0.05. The second proposed hypothesis is also accepted.

The result of the final analysis show that the value of  $r_o$  is while the value of  $r_t$  with  $N = 79$  is at the level of significance of 0.05. Therefore the value of  $r_o$  is higher than the value of  $r_t$  in the level of significance of 0.05. The last proposed hypothesis is accepted.

### C. Discussion

This part presents the discussion of the result of the descriptive analysis and inferential analysis. The descriptive analysis covers the data of motivation, anxiety and students' speaking ability. Meanwhile, the discussion of inferential analysis is concerned with the result of hypothesis testing.

## **1. Descriptive Data**

### **a. Students' Motivation**

From the description finding, it is found that the students' motivation score are in low category and mean is under ideal score. It means that the students' motivation in low frequency and it is under the ideal frequency.

### **b. Students Anxiety**

Students' anxieties are in fair and high frequency and above the fair level. This can be concluded that student anxiety is high. This might because of some factors from the classroom situation, teacher and their environment.

### **c. Affective Factors**

Student affective factors score can be classified in high level. Based on the frequency of score that occurred, the majority of students affective factors score are in high level.

### **d. Speaking Ability**

The mean of the students' speaking ability score is in high fair level. Although some of the students have high and very high score, some other are still in low category; the speaking may still be difficult for them

## **2. Inferential Data**

### **a. The relationship between students' motivation and speaking ability**

The first hypothesis that there is a positive and significant correlation between students' motivation and speaking ability is accepted. The value of  $r_o$  (0.778) is higher than the value of  $r_t$  at the level of significance of 0.05. It can be

assumed that the higher students' motivation, the higher their speaking ability will be.

From the correlation coefficient, effective contribution of students' motivation to speaking ability is 60%. It means that empirically the students' motivation contribution to speaking ability is 60%

**b. The relationship between students' anxiety and speaking ability**

The second hypothesis that there is a negative and significant correlation between students' motivation and speaking ability is accepted. The value of  $r_o$  (0.227) is higher than the value of  $r_t$  at the level of significance of 0.05. The value  $r_o$  is negative, so it can be assumed that the higher students' anxiety, it will be lower in their speaking ability.

From the correlation coefficient, effective contribution of students' motivation to speaking ability is 39%. It means that empirically the students' motivation contribution to speaking ability is 39%.

**c. The relationship between students' affective factors; motivation and anxiety, toward speaking ability**

The second hypothesis that there is a positive and significant correlation between students' motivation and speaking ability is accepted. The value of  $r_o$  (0.717) is higher than the value of  $r_t$  at the level of significance of 0.05. The value  $r_o$  is positive, so it can be assumed that the higher students' anxiety, the higher their speaking ability will be.

From the correlation coefficient, effective contribution of students' motivation to speaking ability is 51%. It means that empirically the students' motivation contribution to speaking ability is 51%.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

All the findings of the study have been of the study have been briefly discussed in the previous chapter. This chapter will present the conclusion of the data finding and suggestions.

#### A. Conclusion

In line with the research problem, the conclusion deals with three types of data analysis, namely students' affective factors, speaking ability, and the correlation between affective factors and speaking ability.

The first conclusion is concerned with students' affective factors. The subjects of the study have high frequency of students' affective factors. There are 49.37% of students in high and very high category. It shows that the students have high motivation.

The second conclusion is concerned with student speaking ability. The subjects of the study have a fair speaking ability. There are 54 % of student in the range from the category fair into very high category, then 46% of student are in the categories low and very low.

The third conclusion is concerned with the correlation between affective factors and speaking ability. Based on the calculation, the variables of the study are high correlated( $r_o = 0.717 \geq r_t = 0.184$ ). The students' affective factor contribution in the speaking ability is 51%, means that as much as 51% of the students speaking ability is related to their affective factors level.

In addition, the student motivation is also highly correlated ( $r_o = 0.778 \geq r_t = 0.184$ ). The students' motivation contribution in the speaking ability is 29%, meaning that as much as 29% of the student speaking ability is related into their motivation level.

Moreover, the students' anxieties are high negatively correlated too, ( $r_o = -0.227 \geq r_t = 0.184$ ). The contribution of students' anxieties factors in speaking ability is 21%. It means that as much as 21% of students speaking ability is related to their anxieties level.

## **B. Suggestions**

Based on the conclusion and the implication of the study, the researcher presents some suggestion in relation to the research. The suggestions are addressed to those who are related to the study.

### **1. Teacher of SMK PGRI 1 Sentolo**

The finding of the study may be taken as a deliberation to the English teachers of SMK PGRI 1 Sentolo. They can give more attention to the learners' affective factors since students come to the class with their own characteristic and uniqueness. Therefore they should be able to create an atmosphere of classroom and activities that which help the students in motivating themselves in learning English and lowering anxiety. They also should give chance to the students to speak up and try to use English actively, and convince students that it is alright to make mistake by always encouraging them to speak up and not reluctantly giving praise to make them proud of themselves so they eager to speak anymore.

## **2. Students of SMK PGRI 1 Sentolo**

The finding of the study may be taken as a deliberation for students of SMK PGRI 1 Sentolo to be more confident with their English and try to motivate themselves or their friends to be brave to speak during the class. Students should not keep silence because they are too afraid and embarrassed. They should reduce them because they will become obstacles in the process of the students speaking mastery.

## **3. Other researcher**

For other researchers who are concerned with speaking ability, they can help out how to improve their speaking ability based on this research. There must be a good method or activities that can be used to teach speaking by concerning not only their cognitive factors but also their affective factors.



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*Appendix A*

*Validity and Reliability*

## Reliability

[DataSet2]

### Scale: ALL VARIABLES

#### Case Processing Summary

		N	%
Cases	Valid	79	100.0
	Excluded <sup>a</sup>	0	.0
	Total	79	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.624	35

#### Item Statistics

	Mean	Std. Deviation	N
VAR00001	2.3924	.79126	79
VAR00002	2.6456	.71679	79
VAR00003	2.7342	.71088	79
VAR00004	2.4557	.59480	79
VAR00005	2.3291	.59316	79
VAR00006	2.1013	.63235	79
VAR00007	1.9367	.64732	79
VAR00008	1.8987	.59041	79
VAR00009	2.6456	.66096	79
VAR00010	2.4430	.57170	79
VAR00011	2.0633	.60641	79
VAR00012	2.0886	.64430	79
VAR00013	2.1392	.69308	79
VAR00014	2.5823	.54556	79
VAR00015	2.6329	.66366	79
VAR00016	2.4810	.67673	79
VAR00017	1.9747	.71566	79

### Item Statistics

	Mean	Std. Deviation	N
VAR00018	2.2152	.72803	79
VAR00019	2.6835	.63133	79
VAR00020	2.7089	.66317	79
VAR00021	2.8608	.65504	79
VAR00022	2.1772	.65554	79
VAR00023	2.4304	.61360	79
VAR00024	2.8608	.61465	79
VAR00025	1.6709	.61439	79
VAR00026	2.8228	.47392	79
VAR00027	2.1899	.64203	79
VAR00028	2.5570	.65529	79
VAR00029	2.2911	.70077	79
VAR00030	2.7975	.60722	79
VAR00031	2.4177	.65256	79
VAR00032	1.9241	.65579	79
VAR00033	2.4937	.63797	79
VAR00034	2.6835	.68956	79
VAR00035	2.5823	.63261	79

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	81.5190	36.920	-.032	.638
VAR00002	81.2658	34.634	.248	.609
VAR00003	81.1772	36.481	.029	.630
VAR00004	81.4557	37.508	-.086	.637
VAR00005	81.5823	37.862	-.134	.640
VAR00006	81.8101	35.181	.221	.612
VAR00007	81.9747	36.307	.065	.626
VAR00008	82.0127	36.295	.083	.624
VAR00009	81.2658	36.223	.072	.625
VAR00010	81.4684	35.611	.190	.615
VAR00011	81.8481	36.695	.024	.629
VAR00012	81.8228	37.327	-.064	.637
VAR00013	81.7722	36.537	.026	.630
VAR00014	81.3291	34.967	.305	.607
VAR00015	81.2785	35.845	.120	.621
VAR00016	81.4304	34.889	.236	.610
VAR00017	81.9367	34.316	.287	.605
VAR00018	81.6962	35.522	.136	.620
VAR00019	81.2278	35.306	.204	.614

# **Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00020	81.2025	36.548	.031	.629
VAR00021	81.0506	34.767	.264	.608
VAR00022	81.7342	35.275	.197	.614
VAR00023	81.4810	35.689	.160	.617
VAR00024	81.0506	35.331	.209	.613
VAR00025	82.2405	34.647	.306	.605
VAR00026	81.0886	36.748	.046	.625
VAR00027	81.7215	35.101	.226	.612
VAR00028	81.3544	35.360	.186	.615
VAR00029	81.6203	34.008	.335	.601
VAR00030	81.1139	33.897	.420	.595
VAR00031	81.4937	34.074	.359	.599
VAR00032	81.9873	33.782	.397	.596
VAR00033	81.4177	34.836	.265	.608
VAR00034	81.2278	34.255	.310	.603
VAR00035	81.3291	34.711	.285	.607

# **Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
83.9114	.37.236	6.10210	35

## Reliability

[DataSet3]

### Scale: ALL VARIABLES

#### Case Processing Summary

		N	%
Cases	Valid	79	100.0
	Excluded <sup>a</sup>	0	.0
	Total	79	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.112	33

#### Item Statistics

	Mean	Std. Deviation	N
VAR00001	2.4937	.59643	79
VAR00002	2.7089	.66317	79
VAR00003	2.5190	.67673	79
VAR00004	2.5190	.65752	79
VAR00005	2.8228	.69355	79
VAR00006	2.6076	.62875	79
VAR00007	2.7342	.72870	79
VAR00008	2.5570	.71157	79
VAR00009	2.7595	.58211	79
VAR00010	2.4177	.65256	79
VAR00011	2.7089	.51020	79
VAR00012	2.6582	.61781	79
VAR00013	2.6835	.56714	79
VAR00014	2.6962	.58517	79
VAR00015	2.3924	.60802	79
VAR00016	2.6709	.52432	79
VAR00017	2.5949	.56657	79

**Item Statistics**

	Mean	Std. Deviation	N
VAR00018	2.4177	.59069	79
VAR00019	2.7975	.64807	79
VAR00020	2.4937	.55177	79
VAR00021	2.5316	.55088	79
VAR00022	2.5823	.52153	79
VAR00023	2.4177	.59069	79
VAR00024	2.6835	.58931	79
VAR00025	2.5190	.52771	79
VAR00026	2.6076	.49141	79
VAR00027	2.7215	.50476	79
VAR00028	2.3924	.56427	79
VAR00029	2.0886	.64430	79
VAR00030	2.8734	.37097	79
VAR00031	2.8608	.44532	79
VAR00032	2.3165	.46806	79
VAR00033	2.7215	.57594	79

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	83.0759	13.276	-.200	.175
VAR00002	82.8608	12.480	-.034	.128
VAR00003	83.0506	13.279	-.198	.184
VAR00004	83.0506	12.433	-.023	.124
VAR00005	82.7468	11.858	.088	.084
VAR00006	82.9620	11.934	.099	.083
VAR00007	82.8354	12.601	-.072	.144
VAR00008	83.0127	10.910	.286	.004
VAR00009	82.8101	12.438	-.004	.116
VAR00010	83.1519	12.310	.006	.114
VAR00011	82.8608	12.839	-.093	.139
VAR00012	82.9114	12.466	-.020	.122
VAR00013	82.8861	11.948	.125	.077
VAR00014	82.8734	11.881	.133	.074
VAR00015	83.1772	11.866	.126	.075
VAR00016	82.8987	11.528	.269	.038
VAR00017	82.9747	12.487	-.012	.118
VAR00018	83.1519	13.028	-.144	.159
VAR00019	82.7722	13.435	-.230	.190
VAR00020	83.0759	12.122	.087	.089
VAR00021	83.0380	12.550	-.024	.122

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00022	82.9873	12.243	.067	.096
VAR00023	83.1519	12.618	-.049	.130
VAR00024	82.8861	11.820	.146	.069
VAR00025	83.0506	12.997	-.135	.151
VAR00026	82.9620	12.037	.142	.077
VAR00027	82.8481	11.900	.174	.068
VAR00028	83.1772	12.532	-.022	.121
VAR00029	83.4810	12.202	.032	.105
VAR00030	82.6962	11.701	.363	.041
VAR00031	82.7089	12.414	.047	.103
VAR00032	83.2532	12.191	.107	.088
VAR00033	82.8481	12.643	-.052	.131

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
85.5696	12.761	3.57227	33



## *Appendix B*

### *Instrument of Research*

Nama :

NIS :

### Petunjuk Pengisian

Di bawah ini terdapat beberapa pernyataan. Anda di minta memberikan tanggapan terhadap pernyataan tersebut dengan cara memberikan **tanda silang (X)** atau **centang (V)** pada salah satu pilihan jawaban yang tersedia. Tidak ada jawaban yang salah dalam pengisian kuesioner ini, semua jawaban yg Anda berikan adalah **BENAR**, sesuai dengan pendapat atau kondisi yang anda alami. Kuesioner ini juga tidak akan mempengaruhi nilai anda.

Adapun pilihan jawaban yang tersedia adalah

**SS** : Sangat Setuju

**S** : Setuju

**KS**: Kurang Setuju

**TS** : Tidak Setuju

No	Pernyataan	SS	S	KS	TS
1	Bahasa Inggris adalah sesuatu yang sulit untuk di pelajari.				
2	Saya belajar bahasa Inggris dengan cara saya sendiri, dan hal itu sangat membantuku.				
3	Guru bahasa Inggrisku dalam cara penyampaian materi tidak menarik.				
4	Saya tetap merasa bingung dengan bahasa Inggris, walaupun guruku sudah menjelaskan beberapa kali				
5	Belajar bahasa inggris penting untukku karena aku akan membutuhkannya saat kuliah.				
6	Saya tidak suka bahasa Inggris				
7	Orang tua ku menyarankan untuk mengikuti kelas privat bahasa Inggris, untuk membantuku.				

No	Pernyataan	SS	S	KS	TS
8	Saya sangat menyukai pelajaran bahasa Inggris, dan saya ingin belajar lebih banyak suatu saat.				
9	Saya sangat ingin dapat berbicara bahasa Inggris dengan baik.				
10	Belajar bahasa Inggris itu penting, karena membuat saya lebih mudah berkomunikasi dengan orang mancanegara.				
11	Saya merasa tidak ada yang menarik dari pelajaran bahasa Inggris.				
12	Saya senang dengan pelajaran bahasa Inggris, karena hal itu sangat menyenangkan.				
13	Saya tidak pernah mencoba berbicara bahasa Inggris di luar pelajaran bahasa Inggris.				
14	Guruku mengharuskan ku untuk menggunakan bahasa Inggris saat bertanya dan menjawab pertanyaan dalam pelajaran bahasa Inggris.				
15	Saya sangat tidak suka bila di koreksi, jadi saya mencoba tidak melakukan kesalahan.				
16	Kemampuan berbicara bahasa Inggris teman-teman saya biasa biasa saja, mengapa saya harus lebih baik dari mereka.				
17	Saya suka membaca novel, Koran dan buku dalam bahasa Inggris.				
18	Saya lebih suka menonton film yang sudah di alih bahasakan dari pada bahasa Inggris.				
19	Guruku selalu menyemangati ku untuk meningkatkan kemampuan bahasa Inggris ku.				
20	Saya tidak terlalu memperhatikan evaluasi yang saya terima dalam bahasa Inggris.				
21	Membuat kesalahan adalah bagian dari pembelajaran.				

No	Pernyataan	SS	S	KS	TS
22	Saya merasa akan selalu membuat kesalahan jika berbicara bahasa Inggris.				
23	Teman teman selalu membantuku jika saya kebingungan dalam bahasa Inggris..				
24	Saya ingin dapatkan nilai yang terbaik dalam bahasa Inggris..				
25	Saya akan mendalami bahasa Inggris saat kuliah nanti, jadi jadi berusaha sebaik mungkin dalam pelajaran bahasa Inggris.				
26	Saya ingin lulus ujian nasional, jadi saya harus belajar bahasa Inggris engan sungguh sungguh.				
27	Belajar bahasa Inggris membantuku untuk dapat berbicara dengan lebih banyak orang dari belahan dunia.				
28	Belajar bahasa Inggris penting bagiku, karena akan membantuku mendapatkan pekerjaan yang lebih baik.				
29	Jika teman temanku tidak serius dalam pelajaran bahasa inggris, aku akan mengikuti mereka.				
30	Saya merasa senang untuk mencoba bebicara bahasa inggris ketika bertemu dengan orang mancanegara.				
31	Saya merasa senang untuk menjawab pentayaan dalam pelajaran bahasa Inggris secara sukarela.				
32	Orang tua ku merasa bahwa aku harus terus belajar bahasa Inggris di sekolah.				
33	Belajar bahasa Inggris sangat menyenangkan.				
34	Aku ingin mahir dalam bahasa inggris lebih dari teman sekelasku.				
35	Aku yakin dapat berbicara bahasa Inggris lebih fasih.				

Pernyataan selanjutnya lakukan seperti perintah sebelumnya

Anda di minta memberikan tanggapan terhadap pernyataan tersebut dengan cara memberikan **tanda silang (X)** atau **centang (V)** pada salah satu pilihan jawaban yang tersedia. Tidak ada jawaban yang salah dalam pengisian kuesioner ini, semua jawaban yg Anda berikan adalah **BENAR**, sesuai dengan pendapat atau kondisi yang anda alami. Kuesioner ini juga tidak akan mempengaruhi nilai anda.

No	Pernyataan	SS	TS	KS	TS
1	Aku tidak pernah yakin dengan diri sendiri ketika berbicara bahasa Inggris di depan kelas.				
2	Aku tidak merasa khawatir untuk membuat kekeliruan ketika berbicara bahasa Inggris.				
3	Aku akan bergemetar ketika tahu akan di suruh maju ke depan kelas untuk bicara bahasa Inggris.				
4	Aku merasa takut ketika ketika tidak dapat memahami apa yang guru katakan dalam bahasa Inggris di depan kelas.				
5	Aku tidak merasa terganggu jika harus mengikuti pelajaran tambahan bahasa Inggris.				
6	Selama pelajaran aku berpikir bahwa tidak ada yang dapat aku lakukan dalam pelajaran ini.				
7	Aku tetap saja berpikir bahwa siswa yang lain lebih baik daripada aku.				
8	Aku merasa biasa saja ketika mengikuti ujian bahasa Inggris.				
9	Aku akan merasa panik jika harus berbicara dalam bahasa Inggris tanpa persiapan				
10	Aku takut dengan konsekuensi yang akan aku terima ketika salah berbicara dalam bahasa Inggris.				
11	Aku tidak tahu mengapa banyak orang yang tidak suka dengan pelajaran bahasa asing.				

No	Pernyataan	SS	S	KS	TS
12	Di dalam proses pembelajaran, aku bisa saja merasa sangat gugup dan melupakan apa yang sudah aku persiapkan.				
13	Aku merasa malu jika harus menjawab pertanyaan dengan suka rela.				
14	Aku akan merasa gugup ketika harus berbicara dengan orang mancanegara.				
15	Aku merasa kecewa ketika tidak dapat memahami koreksi yang guru berikan padaku.				
16	Walaupun aku sudah belajar, aku tetap merasa gugup.				
17	Terkadang aku merasa malas untuk mengikuti pelajaran bahasa Inggris				
18	Aku merasa percaya diri ketika berbicara di depan kelas.				
19	Aku takut bahwa guruku siap untuk mengoreksi setiap ucapan yang aku katakan di depan kelas.				
20	Aku merasa seperti dapat mendengar detak jantungku sendiri ketika di panggil ke depan kelas untuk berbicara bahasa Inggris.				
21	Semakin serius aku belajar untuk mengikuti tes, semakin membuat aku merasa bingung.				
22	Aku tidak merasa tertekan ketika harus mengikuti pelajaran bahasa Inggris tanpa persiapan sedikitpun.				
23	Aku selalu merasa bahwa teman aku lebih baik dalam berbicara bahasa Inggris.				
24	Aku merasa sangat yakin ketika berbicara bahasa Inggris di depan kelas.				
25	Aku merasa takut bila tidak dapat mengikuti pelajaran bahasa Inggris dengan baik.				

No	Pernyataan	SS	S	KS	TS
26	Aku merasa lebih gugup bila mengikuti pelajaran bahasa Inggris daripada pelajaran yang lain.				
27	Aku merasa gugup dan bingung ketika berbicara di dalam kelas				
28	Aku merasa tenang dan santai ketika akan mengikuti pelajaran bahasa Inggris.				
29	Aku merasa khawatir ketika tidak paham setiap perkataan yang guru bahasa Inggris aku katakan.				
30	Aku merasa sudah menguasai bagaimana berbicara bahasa Inggris dengan baik.				
31	Aku takut akan di tertawakan oleh teman teman ketika bicara bahasa Inggris di depan kelas.				
32	Aku merasa nyaman walaupun berada di sekitar wisatawan mancanegara.				
33	Aku khawatir ketika guru menanyakan pertanyaan yg tidak bisa aku jawab.				

# *Appendix C*

## *Data*



## Frequencies

[DataSet1] G:\Print 24 - 4 - 2013\fix.sav

**Statistics**

		Motivation	Anxiety	Affective Factors	Speaking Ability
N	Valid	79	79	79	79
	Missing	0	0	0	0
Mean		83.9114	85.5696	169.4684	68.8127
Std. Deviation		6.10210	3.57227	5.55586	6.39389
Minimum		71.00	78.00	160.00	56.30
Maximum		97.00	95.00	181.00	82.60

## *Appendix D*

### *The Result of Normality Test*

## NPar Tests

[DataSet1] G:\Print 24 - 4 - 2013\fix.sav

### Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Motivation	79	83.9114	6.10210	71.00	97.00
Anxiety	79	85.5696	3.57227	78.00	95.00
AffectiveFactors	79	1.6947E2	5.55586	160.00	181.00
SpeakingAbility	79	68.8127	6.39389	56.30	82.60

### One-Sample Kolmogorov-Smirnov Test

		Motivation	Anxiety	Affective Factors	Speaking Ability
N		79	79	79	79
Normal Parameters <sup>a</sup>	Mean	83.9114	85.5696	169.4684	68.8127
	Std. Deviation	6.10210	3.57227	5.55586	6.39389
Most Extreme Differences	Absolute	.157	.117	.082	.069
	Positive	.157	.117	.082	.064
	Negative	-.090	-.102	-.068	-.069
Kolmogorov-Smirnov Z		1.395	1.036	.730	.613
Asymp. Sig. (2-tailed)		.041	.233	.661	.847

a. Test distribution is Normal.

## *Appendix E*

### *The Result of Linearity Test*

## Means

[DataSet1] G:\Print 24 - 4 - 2013\fix.sav

### Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
SpeakingAbility * ...	79	100.0%	0	.0%	79	100.0%

### Report

#### SpeakingAbility

Aff...	Mean	N	Std. Deviation
160	62.4667	6	7.49017
161	62.2500	2	5.58614
162	61.4333	3	2.41937
164	67.7000	1	
165	66.6667	9	2.43721
166	62.6500	4	5.44089
167	63.6400	5	3.65418
168	67.8333	6	9.10487
169	68.1500	4	4.67511
170	69.5778	9	3.17324
171	68.9667	3	1.20139
172	68.3333	3	3.56417
173	70.3000	3	2.10000
174	72.1667	3	4.02534
175	73.7200	5	4.44207
176	77.0800	5	3.27979
177	77.7000	2	1.27279
178	79.4000	1	
180	77.2000	4	2.14631
181	73.4000	1	
Total	68.8127	79	6.39389

### ANOVA Table

			Sum of Squares	df	Mean Square
SpeakingAbility * ...	Between Groups	(Combined)	1908.085	19	100.426

ANOVA Table

			F	Sig.
SpeakingAbility * ...	Between Groups	(Combined)	4.626	.000

ANOVA Table

			Sum of Squares	df	Mean Square
SpeakingAbility * AffectiveFactors	Between Groups	Linearity	1639.551	1	1639.551
		Deviation from Linearity	268.534	18	14.919
	Within Groups		1280.702	59	21.707
	Total		3188.787	78	

ANOVA Table

			F	Sig.
SpeakingAbility * AffectiveFactors	Between Groups	Linearity	75.532	.000
		Deviation from Linearity	.687	.810
	Within Groups			
	Total			

Measures of Association

	R	R Squared	Eta	Eta Squared
SpeakingAbility * ...	.717	.514	.774	.598

## Means

[DataSet1] G:\Print 24 - 4 - 2013\fix.sav

### Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
SpeakingAbility * ...	79	100.0%	0	.0%	79	100.0%

### Report

#### SpeakingAbility

Mo...	Mean	N	Std. Deviation
71	59.6000	1	.
73	60.3000	1	.
74	59.6000	1	.
75	58.5000	2	.28284
76	66.3000	1	.
78	65.4250	4	8.58773
79	62.8833	12	4.17979
80	67.0455	11	3.46853
81	70.1250	4	5.69115
82	63.9667	3	3.95517
83	65.4000	1	.
84	68.2600	5	1.95908
85	69.0000	2	.28284
86	70.6750	4	1.46145
87	71.6000	2	5.65685
88	72.2857	7	2.54390
89	68.5000	1	.
90	77.3000	5	3.74967
91	73.2000	3	6.63023
94	77.2000	3	1.45258
95	76.7333	3	2.31805
96	80.4000	2	.28284
97	73.4000	1	.
Total	68.8127	79	6.39389

ANOVA Table

			Sum of Squares	df	Mean Square
SpeakingAbility * Motivation	Between Groups	(Combined)	2274.647	22	103.393
		Linearity	1930.660	1	1930.660
		Deviation from Linearity	343.987	21	16.380
	Within Groups		914.140	56	16.324
	Total		3188.787	78	

ANOVA Table

			F	Sig.
SpeakingAbility * Motivation	Between Groups	(Combined)	6.334	.000
		Linearity	118.272	.000
		Deviation from Linearity	1.003	.474
	Within Groups			
	Total			

Measures of Association

	R	R Squared	Eta	Eta Squared
SpeakingAbility * ...	.778	.605	.845	.713



## Means

[DataSet1] G:\Print 24 - 4 - 2013\fix.sav

### Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
SpeakingAbility * Anxiety	79	100.0%	0	.0%	79	100.0%

### Report

#### SpeakingAbility

An...	Mean	N	Std. Deviation
78	75.1000	2	10.60660
79	73.0500	4	6.23618
81	64.0333	3	4.14890
82	72.1200	5	8.59343
83	69.0750	4	7.43925
84	71.4182	11	3.98292
85	69.4300	10	4.86485
86	69.0417	12	7.23017
87	65.8500	10	7.15965
88	67.4800	5	7.22302
89	59.7333	3	3.50190
90	67.2500	2	1.48492
91	64.8500	2	2.05061
92	66.8333	3	1.26623
93	67.6000	1	.
94	73.7000	1	.
95	75.3000	1	.
Total	68.8127	79	6.39389

### ANOVA Table

			Sum of Squares	df	Mean Square
SpeakingAbility * Anxiety	Between Groups	(Combined)	812.932	16	50.808
		Linearity	163.789	1	163.789
		Deviation from Linearity	649.144	15	43.276
	Within Groups		2375.855	62	38.320
	Total		3188.787	78	

ANOVA Table

			F	Sig.
SpeakingAbility * Anxiety	Between Groups	(Combined)	1.326	.211
		Linearity	4.274	.043
		Deviation from Linearity	1.129	.351
	Within Groups			
	Total			

Measures of Association

	R	R Squared	Eta	Eta Squared
SpeakingAbility * Anxiety	-.227	.051	.505	.255

## *Appendix F*

### *The Result of Correlation and Regression Test*

## Correlations

[DataSet1] G:\Print 24 - 4 - 2013\fix.sav

### Descriptive Statistics

	Mean	Std. Deviation	N
Motivation	83.9114	6.10210	79
Anxiety	85.5696	3.57227	79
AffectiveFactors	1.6947E2	5.55586	79
SpeakingAbility	68.8127	6.39389	79

### Correlations

		Motivation	Anxiety	Affective Factors	Speaking Ability
Motivation	Pearson Correlation	1	-.444**	.822**	.778**
	Sig. (1-tailed)		.000	.000	.000
	N	79	79	79	79
Anxiety	Pearson Correlation	-.444**	1	.144	-.227*
	Sig. (1-tailed)	.000		.103	.022
	N	79	79	79	79
AffectiveFactors	Pearson Correlation	.822**	.144	1	.717**
	Sig. (1-tailed)	.000	.103		.000
	N	79	79	79	79
SpeakingAbility	Pearson Correlation	.778**	-.227*	.717**	1
	Sig. (1-tailed)	.000	.022	.000	
	N	79	79	79	79

\*\* . Correlation is significant at the 0.01 level (1-tailed).

\* . Correlation is significant at the 0.05 level (1-tailed).

## Regression

[DataSet1] G:\Print 24 - 4 - 2013\fix.sav

**Variables Entered/Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
1	Affective Factors <sup>a</sup>		Enter

a. All requested variables entered.

b. Dependent Variable: SpeakingAbility

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2
1	.717 <sup>a</sup>	.514	.508	4.48553	.514	81.489	1	77

a. Predictors: (Constant), AffectiveFactors

**Model Summary**

Model	Change Statistics
	Sig. F Change
1	.000

a. Predictors: (Constant), AffectiveFactors

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1639.551	1	1639.551	81.489	.000 <sup>a</sup>
	Residual	1549.236	77	20.120		
	Total	3188.787	78			

a. Predictors: (Constant), AffectiveFactors

b. Dependent Variable: SpeakingAbility

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations
		B	Std. Error	Beta			Zero-order
1	(Constant)	-71.034	15.500		-4.583	.000	
	AffectiveFactors	.825	.091	.717	9.027	.000	.717

a. Dependent Variable: SpeakingAbility

**Coefficients<sup>a</sup>**

Model		Correlations	
		Partial	Part
1	(Constant)		
	AffectiveFactors	.717	.717

a. Dependent Variable: SpeakingAbility

## Regression

**Variables Entered/Removed**

Model	Variables Entered	Variables Removed	Method
1	Motivation <sup>a</sup>	.	Enter

a. All requested variables entered.

b. Dependent Variable: SpeakingAbility

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2
1	.778 <sup>a</sup>	.605	.600	4.04219	.605	118.160	1	77

a. Predictors: (Constant), Motivation

**Model Summary**

Model	Change Statistics
	Sig. F Change
1	.000

a. Predictors: (Constant), Motivation

**ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1930.660	1	1930.660	118.160	.000 <sup>a</sup>
	Residual	1258.127	77	16.339		
	Total	3188.787	78			

a. Predictors: (Constant), Motivation

b. Dependent Variable: SpeakingAbility

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations
		B	Std. Error	Beta			Zero-order
1	(Constant)	.398	6.310		.063	.950	
	Motivation	.815	.075	.778	10.870	.000	.778

a. Dependent Variable: SpeakingAbility

**Coefficients<sup>a</sup>**

Model		Correlations	
		Partial	Part
1	(Constant)		
	Motivation	.778	.778

a. Dependent Variable: SpeakingAbility



## Regression

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Anxiety <sup>a</sup>	.	Enter

- a. All requested variables entered.  
b. Dependent Variable: SpeakingAbility

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2
1	.227 <sup>a</sup>	.051	.039	6.26783	.051	4.169	1	77

- a. Predictors: (Constant), Anxiety

**Model Summary**

Model	Change Statistics
	Sig. F Change
1	.045

- a. Predictors: (Constant), Anxiety

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	163.789	1	163.789	4.169	.045 <sup>a</sup>
	Residual	3024.999	77	39.286		
	Total	3188.787	78			

- a. Predictors: (Constant), Anxiety  
b. Dependent Variable: SpeakingAbility

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations
		B	Std. Error	Beta			Zero-order
1	(Constant)	103.524	17.014		6.084	.000	
	Anxiety	-.406	.199	-.227	-2.042	.045	-.227

- a. Dependent Variable: SpeakingAbility

Coefficients<sup>a</sup>

Model		Correlations	
		Partial	Part
1	(Constant)		
	Anxiety	-.227	-.227

a. Dependent Variable: SpeakingAbility